DOCUMENT RESUME

ED 176 320 CS 205 179

TITLE Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1979 (Vol. 39 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 79

NOTE 15p.

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Composition (Literary); *Course Content; Creative Writing; Debate; Doctoral Theses; *Educational Research; Elementary Secondary Education; *Expository Writing; Higher Education; Psycholinguistics; Remedial Programs; Rhetoric; Schedule Modules; Sentence Combining; Syntax; *Teaching Styles; *Writing Skills

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with the following topics: the dynamics of creative expression, modular scheduling and student success in freshman composition, growth in writing ability through immersion in a university discipline, massed and spaced film presentations as stimuli for the creative writing of fourth and fifth grade students, Charles W. Eliot and the teaching of composition, transfer effects of critical thinking instruction in debate to expository writing, a proposal for a more effective method of teaching remedial composition based on a study of the remedial English course at Ball State University, a history of audience perceptions embedded in the three-styles tradition in rhetoric, a study of secondary school teachers of English concerning the teaching of composition, sentence combining and remedial college students' reading and writing abilities, teaching style and composition instruction, sentence clarification in a basic English skills program, a writing program for retired persons, the preparatory value of a college course in freshman composition, the psycholinguistic nature of the relationship between topic and caliber of writing, a theoretical framework for teaching and research in composition, new rhetoric lessons for improved composition, an auxiliary writing skills center and writing improvement in community college freshman composition students, and teaching writing through an open-structured program. (FL)

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Compiled by the staff of the

ERIC Clearinghouse on Reading and Communication Skills

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Abstracts of the following dissertations are included in this collection:

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WRITING: A VENTURE INTO THE DYNAMICS OF CREATIVE EXPRESSION

Crane, Vicki Ann
THE EFFECTS OF MODULAR SCHEDULING ON STUDENT SUCCESS IN FIRST-SEMESTER FRESHMAN COMPOSITION

Dohaney, Myrtis Theresa
GROWTH IN WRITING ABILITY THROUGH IMMERSION IN A UNIVERSITY DISCIPLINE

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A COMPARISON OF A MASSED AND A SPACED FILM PRESENTATION AS STIMULI FOR CREATIVE WRITING OF FOURTH AND FIFTH GRADERS

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TEACHING WRITING THROUGH AN OPEN-STRUCTURED PROGRAM

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WRITING: A VENTURE INTO THE DYNAMICS OF CREATIVE EXPRESSION

Order No. 7907016

ALLAN, Robert James, A.D. The University of Michigan, 1978. 139pp. Chairperson: Barbara Bono

Working from the basic assumption that creativity is fundamental to the acquisition of language skills, this paper endeavors to explore some processes basic to original, experiential, thus meaningful written expression and to suggest methods of developing a writer's creative aptitudes. Heightened awareness of one's day-to-day world and recognition of the combinatorial power of language are key factors in this exploration.

The study of the mental processes and how they relate to written expression was undertaken with the intention of offering an alternative to what Ken Macrorie (Uptaught, 1970) has labeled "Engfish"--unfeeling, sometimes confused, many times institutionalized language. Writing teachers have long deplored such superficiality and deadness in student writing, but not enough has been done to remedy it.

In order to exercise our associative mechanisms, which play a key role in creative expression, we must have sufficiently large amounts of data, in general, and sensory stimuli, in particular. The more data supplied to the mind, the more interrelationships it can create. This takes awareness and sensitivity--the cornerstones of creative development. And the greatest source of original (viz. immediate and personalized, sensory and concrete) data is one's own experience. Therefore, this boundless and original source should provide the bulk of material for the student-writer. At the same time, use of sensory modifiers and stream of consciousness offers the associative processes opportunity for development.

Many of the concepts as well as the exercises (synaesthetic word combination, for example) set forth in this paper presume a certain child-like attitude; in fact, find their origins in child-like thought processes. When combined with the adult mentality, however, these mechanisms enable us to restructure experience via language artistically applied.

The paper begins with a rather conventional though, at the same time, creative method of accumulating vocabulary. The suggested technique taps secondary sources, and entails the creative manipulation of borrowed phrases. It introduces the student-writer to the study of variations.

On the assumption that effective written images allow the reader to conjure up corresponding mental images, mental imaging exercises as well as exercises utilizing (concrete) written images are considered and their effectiveness evaluated. Apperception exercises have been included which are designed to develop the writer's ability to use relevant memory traces. The stream of consciousness technique can then be usefully examined and practiced by the student-writer.

Through metaphor, a writer can not only make the strange familiar, but also render everyday experience in new and exciting ways, making the familiar strange. It is even possible for a writer to make the strange stranger by putting the unfathomable into psychically-affected language. This possibility is touched upon in a brief study of Edgar Allan Poe's poetic metaphor. Finally, a practical study of conventional metaphor is initiated and various exercises suggested for the student-writer.

Journal writing can be invaluable in any composition course. Besides sharpening consciousness, in general, journal writing promotes introspective observation and sensitivity because the reluctancy most of us have in showing our most sensitive responses is for the most part allayed through the anonymity extended by the symbolic encapsulation of these responses in literary images, and through the privacy of a limited readership.

In conclusion, it is suggested that there should be greater effort exerted by schools and colleges to develop the creative potential of student-writers. Innate language skills (such as the construction of metaphors and analogies), further developed, can be useful in formal as well as imaginative writing. At the same time, various literary devices, which have counterparts in the history of mental organization, can be studied and practiced for their own intrinsic value. This, in itself, can be a rewarding experience for the student-writer.

THE EFFECTS OF MODULAR SCHEDULING ON STUDENT SUCCESS IN FIRST-SEMESTER FRESHMAN COMPOSITION

Order No. 7824573

CRANE, Vicki Ann, Ed.D. Northern Arizona University, 1978. 73pp. Adviser: Dr. Ray R. Hagelberg

Three research questions were examined in this study:

1. Are students more successful in first-semester freshman composition on the modular schedule or the traditional schedule?
2. Do students receive a larger proportion of higher grades on the modular or traditional schedule?
3. Is there any difference in the effect of sex or ethnicity on success in freshman composition as a function of traditional or modular scheduling?

The sample for this study was drawn from the total population of students at Arizona Western College (AWC), Yuma, Arizona, who took first semester composition in the fall semester between 1972 and 1975. Four instructors were selected for the study from the total population of eight freshman composition instructors. Selection was based on the fact that the four instructors taught freshman composition at AWC during all four years under investigation. Rosters for use in the study were selected to match the first two years, prior to the inception of modular scheduling, with the second two years, after the inception of modular scheduling, according to course by instructor. Students selected for the study were those whose names appeared on the selected faculty rosters. Hence, the control group consisted of 227 cases who took freshman composition in a traditional fifteen-week semester; the experimental group consisted of 243 cases who took the same content in five-week modular blocks. Comparisons between the experimental and control groups were made to determine the effects of the modular schedule on student success as measured by instructor grades.

Analysis of the data lead to the following findings related to the three research questions previously mentioned:

1. The chi-square indicated that students are more successful on the modular schedule.
2. A comparison of the grade distributions for the two schedules showed an upward shift of 19.21 percent of the grades given on the modular schedule which demonstrates that a larger proportion of students receive higher grades on the modular schedule.
3. Both males and females were more successful on the modular schedule. Anglo-Americans were more successful on the modular schedule; Mexican-American students and students of other ethnic groups were not. Anglo-American females and females of other ethnic groups were more successful on the modular schedule; Mexican-American females were not. Anglo-American males were more successful on the modular schedule; Mexican-American males and males of other ethnic groups were not.

The results of this study suggest that students are more successful in first-semester freshman composition on the modular schedule than on the traditional schedule.

An unexpected finding of this study was that the proportion of minority males who received credit on the modular schedule exceeded the proportion of minority females who received credit, a reversal of the usual trend for females to be more successful in freshman composition, a fact supported by this study.

Results of this study imply that because students receive higher grades in freshman composition on the modular schedule, they may be developing better writing skills, as evidenced by these improved grades which measure the degree of competency obtained.

These results, therefore, support the use of modular scheduling for the teaching of freshman composition.

GROWTH IN WRITING ABILITY THROUGH IMMERSION IN A UNIVERSITY DISCIPLINE Order No. 7905007

DOHANEY, Myrtis Theresa, Ed.D. Boston University School of Education, 1978. 131pp. Major Professor: Thomas G. Devine

The purpose of this study was to determine whether students' writing skills improved as a result of a four year immersion in a university discipline. The study was carried out at the University of New Brunswick and the disciplines involved were civil engineering, forestry, business administration, nursing, mechanical engineering, forest engineering, English, history and sociology. The University of New Brunswick does not have a compulsory freshman composition program, and therefore with the exception of the students in civil engineering and forestry – two disciplines which have compulsory technical writing instruction in their third and fourth year respectively – none of the other students had any formalized writing instruction while at the university. Improvement in writing skills, therefore, for those who did not have this instruction, would have had to come from the reading and writing assignments which formed part of the requirements for courses in their particular discipline.

A comparison of results from a standardized test, which was initially administered to the students at freshman entrance and readministered to them in their graduating year, was used to determine the findings. Researched essays which were written by the students in the spring of their graduating year as part of their course requirement were, with the students' permission, collected from the instructors of these courses. The assumption was made that the scores from the researcher essays and the scores from the standardized test would show a positive correlation, and because of this, the researched essays would be used to substantiate the findings of the standardized test scores.

Although the central concern of the study was the determination of growth in writing ability as a result of extended immersion in an academic discipline, a secondary concern was the determination of the benefit of the writing instruction courses. It was expected that the effects of the writing instruction would be reflected in the scores from the standardized test and in the scores from the essays.

A statistical analysis was carried out on the data and the major findings were as follows:

(a) Growth in writing skills did occur (at the 0.05 level of significance) for both organization and style. Less growth accrued in organization than in style. Although significant, this increment in growth for the total sample was very small.

(b) The students who had writing instruction had lower post scores on their standardized test than the students who did not have this instruction. However, the writing-instructed students made greater gains from pre-test to post-test in both writing categories – style and organization.

(c) There was no significant difference between the scores on the researched essays of those who had received writing instruction and those who had not received this instruction.

(d) Essay scores were generally higher in both categories of writing than were the scores of the standardized test.

(e) A positive correlation did not exist between the scores on the essays and the scores on the standardized test.

These findings would indicate that being immersed in a university discipline and carrying out the writing and reading requirements for that discipline will not substantially increase a student's writing skills. As well, if the slow growth nature of literacy is to be taken into account, writing instruction courses should be of considerably longer duration than one semester.

Areas for future research are suggested.

A COMPARISON OF A MASSED AND A SPACED FILM PRESENTATION AS STIMULI FOR CREATIVE WRITING OF FOURTH AND FIFTH GRADERS Order No. 7907331

FERNANDEZ, Antonio Alfonso, Ph.D. Michigan State University, 1978. 220pp.

Research on the use of films in education has diminished since its Golden Age, the years during and immediately following World War II. The decline has been occurring, unfortunately, during the decades when motion pictures and television have become increasingly influential in the society.

For this study an animated, silent motion picture was designed to be used in two methods of presentation as stimulation for the original writing of fourth and fifth grade children. The film was open-ended; the story built to a climax and then stopped. In film version A, the Spaced presentation, four stopping points of eight seconds each were used to interrupt the viewing and engage the students in a questioning-listening-thinking activity based upon the film's developing story. In version B, the Massed presentation, no stops were included; the same questioning-listening-thinking activity occurred after the film viewing. It was hypothesized that if student-teacher interaction occurred within the viewing, the resulting stimulus for creative writing would be greater than if the same interaction occurred after the viewing.

The population for the study included four classrooms of fourth graders and four classrooms of fifth graders, a total of 171 children, in a suburban metropolitan school district. Classrooms were randomly assigned to the two treatment modes. The experimenter introduced the film, presented the questions at the designated points, and asked the children to write interesting endings for the unfinished film. The writings of both student groups were mixed together and presented as one set of papers to two trained raters for evaluation using a holistic-general impression marking instrument. Correlation of rater response was .80. Rater evaluations for the two modes of presentation were rank-ordered from 1 to 171 and analyzed by the Mann-Whitney test for two independent samples. Significant difference was found between the Massed and the Spaced presentations ($\leq .01$) in favor of the Massed viewing; that is, children who were asked all questions after viewing the film wrote papers that received higher average scores than children who were asked the same questions at intervals within the viewing sequence. This result is contrary to the main hypothesis proposed in the design of the study.

The following research questions were also examined: (1) correlations between the student writings and the students' reading scores on the Michigan Educational Assessment Program; (2) differences in the quality of writing of boys and girls. A correlation was found between the students' writing and their reading ability as measured by the Michigan Educational Assessment Program reading examination ($\leq .001$). Differences by sex were significant within the Spaced presentation, in favor of girls ($\leq .05$). No differences in the writings by sex were found in the following: between total groups for versions A and B; within the Massed presentation; in the top quartiles of both the Massed and Spaced presentations; and in the bottom quartiles of both the Massed and Spaced presentations.

The results of this study indicate that film can be used effectively in writing lessons when combined with student-teacher interaction. Further research is needed to determine the most effective modes of presentation for instructional films. A modification of the design of this study, incorporating open discussion rather than closed questioning, would be feasible if a large number of classrooms were available.

CHARLES W. ELIOT AND THE TEACHING OF COMPOSITION

Order No. 7907873

FLAHERTY, Terrance Joseph, Ph.D. Northwestern University, 1978. 261pp. Adviser: Wallace W. Douglas

Charles W. Eliot, president of Harvard from 1869 to 1909, was important in shaping the school subject we call English composition. This study examines the social thought of Eliot in two related areas: the teaching of composition and the cluster of concepts associated with the phrase "language and nationalism."

Part one of this dissertation (Chapters Two through Five) argues that Eliot had an important role in defining the subject English. Chapter Two describes the state of mother-tongue instruction in 1869 in the United States. Eliot spoke of "educational construction" as a more appropriate term than educational reform for what he was trying to do, and this is clearly illustrated by the chaotic conditions in mother-tongue instruction. I pay particular attention to rhetorical instruction at Harvard before 1869, focusing especially on the practice of Edward Tyrrell Channing, who may be called the first serious teacher of composition in this country.

Chapter Three examines what Eliot said about mother-tongue study. While Eliot was a prolific writer and speaker, he never devoted an entire article or speech to mother-tongue instruction. Yet his statements make it clear that composition was to be the core of the curriculum, the one subject that each child was to study throughout his formal schooling.

Chapter Four examines Eliot's attempts to "stimulate" the schools in the area of mother-tongue instruction. Three chief attempts are examined: entrance requirements and examinations, the reports of the Committee on Composition and Rhetoric to the Overseers of Harvard College, and the Report of the Committee of Ten.

Chapter Five examines the growth of Harvard's English department from 1869 to 1909. Harvard's English department was important as a model for other colleges and universities. Eliot's appointment of Adams Sherman Hill, "high priest of correctness and conformity to good usage," as Boylston Professor of Rhetoric and Oratory, was an important step in defining composition. Eliot's appointment of Francis James Child, a German-trained scholar, as Harvard's first professor of English, was an important step in defining the subject English. Through his important appointments Eliot joined disparate studies into one subject, and shaped our concept of what an English department should do.

Part Two of this dissertation seeks to determine where Eliot got the idea for joining such disparate studies together, and why Eliot felt that composition was such an important study. Chapter Six argues that Eliot's mother-tongue curriculum was modeled on the German mother-tongue curriculum. It describes mother-tongue instruction in Germany during the nineteenth century, and points out similarities between the German mother-tongue curriculum and the curriculum Eliot worked for and advocated.

Although Eliot used the German mother-tongue curriculum as a model, his goals and motives were different than those of German educators and theorists. Chapter Seven introduces a few concepts which are associated with language and nationalism, examines the traditions of American language nationalism, and suggests that Eliot's goals and motives are best explained in terms of American language nationalism. Eliot, and other American theorists and educators whose statements I examine, had a different view of what language is and what language instruction should do than German theorists and educators. These different views account for Eliot's emphasis on composition and his willingness to use the German curriculum as a general model while altering it to serve a different end.

TRANSFER EFFECTS OF CRITICAL THINKING INSTRUCTION IN DEBATE TO EXPOSITORY WRITING

Order No. 7913721

GEHRKE, Anitra Lynne Reed, Ed.D. University of California, Los Angeles, 1979. 137pp. Chairman: Professor Charlotte A Crabtree

This study investigated whether an instructional unit emphasizing the steps of partitioning the argument and recognizing warrants in arguments, as taught in debate, would contribute to successful expository writing. Critical thinking skills utilized both in the oral mode of debate and the written mode of composition were delineated. An instructional program was developed to teach the process of partitioning the argument and the skill of recognizing warrants in arguments.

Hypotheses predicted that experimental subjects, instructed in the critical thinking processes of debate, would (1) score significantly higher on the WISTTRA Evaluation of Reasoning Test than controls; and (2) score significantly higher on the written expository essay task than controls.

In addition, it was hypothesized that experimental subjects scoring higher on the WISTTRA pre-test would score significantly higher on the written essay post-test than would experimental subjects scoring low on the WISTTRA pre-test.

This study employed a quasi-experimental pre-test, post-test control group design. Subjects were 106 freshman and sophomore high school students in a 4 intact, 3-level classes from the Kern Union High School District. Intact classes were randomly assigned to the experimental and control (English composition) classes.

Effects of the two instructional treatments were studied for the following outcomes: (1) students' critical thinking skills, measured by performance on the Wisconsin Tests of Testimony and Reasoning (WISTTRA), Test R-1, selected to test the ability to recognize and select data, warrants, and claims; and (2) students' composition skills, demonstrated in two pre-test and two post-test 300-word expository essays. To score students' essays, the Diederich Scale was modified to include the 5 subscales of general merit, organization of ideas, use of details, mounting of argument with clarity, and mechanics. Descriptors were developed to differentiate performance along a 10-point scale for each category of the instrument. Estimates of inter-reader reliability, made on the basis of 100 training essays independently read and graded by two credentialed teachers, were consistently high.

Data were analyzed by the Statistical Package for the Social Studies (SPSS). Condescriptive, ANOVA, Descriptive, Crosstabs, and Pearson Correlation programs were utilized. The main results of the study were:

(1) Students who received a 10-week unit emphasizing the skills of partitioning the argument and recognizing warrants in arguments significantly outperformed control subjects in critical thinking skills measured by the Wisconsin Tests of Testimony and Reasoning Assessment, Test R-1 ($p<.007$). Subjects' level (freshman or sophomore) did not affect achievement on this variable. With reading achievement controlled, the effects of the instructional program on students' reasoning performance on the WISTTRA were again judged significant ($p<.038$).

(2) Students who received the 10-week instructional unit in partitioning the argument and recognizing warrants in arguments scored higher on the post-test compositions than control students in composition classes. Although a trend in the predicted direction can be claimed, significance at the .05 level was not achieved. ANCOVAs, with pre-test composition scores used as covariate controls, were also run to test the significance of between-groups differences in students' ability to organize and to mount arguments with clarity in written compositions. In organization, results were mixed. Experimental subjects significantly outperformed controls on one but not both of the two post-test essays. On measures of ability to mount arguments with clarity, no significant differences were obtained. Students enrolled in debate were not disadvantaged by their instructional unit and scored as well as students in a basic English course who were receiving practice in composition writing.

(3) No significant relationships were found between critical thinking, as measured by the Wisconsin Tests of Testimony and Reasoning Assessment, Test R-1, and composition writing, as measured by the 5 subscale modification of the Diederich Grading Scale (Merit, Organization, Detail, Argument, and Mechanics).

A STUDY OF THE REMEDIAL ENGLISH COURSE AT BALL STATE UNIVERSITY AND A PROPOSAL FOR A MORE EFFECTIVE METHOD OF TEACHING REMEDIAL COMPOSITION Order No. 7905236

JENNINGS, Kathleen Ann English, Ed.D. Ball State University, 1978. 306pp.

Since the first course in rhetoric began at Harvard in the 1890's, college and university English departments have been concerned about the writing proficiency of freshmen. This concern was magnified by the adoption of open-admissions policies in the sixties, and as a result many English departments began developing remedial English courses to deal with the unprepared student.

This study proposes to investigate this development from a variety of perspectives. Its main purpose is to present a model textbook for remedial composition, explain how it was used, and analyze the results of its use in the classroom. The first three chapters provide a justification for such a textbook. The first chapter contains a discussion on the changing attitudes toward education in general and freshman composition in particular that have resulted from the drop in SAT scores and the adoption of open-admissions policies.

The second chapter is an analysis of information about remedial programs at American universities based on a questionnaire which asked the following questions: 1) How do you identify the remedial student? 2) What is the relation of your remedial program to your regular program? 3) Who teaches your remedial courses? It there an orientation program for the staff? 4) What is the focus of your curriculum? the sentence? the paragraph? the essay? 5) What texts are you using? 6) Do you have any self-study documents that we could see?

The third chapter is a history of the development of the remedial English course at Ball State University over the past five years. It includes an evaluation of the texts that have been used, the different types of standardized tests that have been given, and the progress of a selection of 102 students.

The fourth chapter is the model textbook, Beginning Writing, that was used in two special sections of English 102 in the Fall Quarter of 1976. Each chapter of Beginning Writing follows the same format. First there is an illustrative quotation, usually from a literary work, followed by a carefully written introduction to the various forms of writing assigned in the remedial English program. Next are three illustrative essays: one by a professional writer, one by a strong student writer, and one by a weak student writer. Each selection is followed by questions related to its organization and development, assignments for a journal, and a list of theme topics. Finally, there is a cartoon that emphasizes a major point discussed with the chapter.

The fifth chapter contains a journal of the quarter and case studies of twelve students from the two sections which used Beginning Writing. This analysis identifies the strong features of the textbook and those sections that will require revision.

A HISTORY OF AUDIENCE PERCEPTIONS EMBEDDED IN THE THREE STYLES TRADITION IN RHETORIC Order No. 7910990

MacALLISTER, Joyce Lynn, Ph.D. The University of Texas at Austin, 1978. 182pp. Supervisor: James L. Kinneavy

This study examines perceptions of the audience embedded in depictions of the three styles doctrine in rhetoric. It surveys representative texts used for instruction in rhetoric and composition during the classical, medieval, and Renaissance periods as well as during the eighteenth, nineteenth, and twentieth centuries. Questions which govern the examination of individual texts include the following: 1) what are the author's bases of distinction between each of the three styles? 2) what psychological value does he attribute to individual elements or features of style? 3) what overall effect does he attribute to combinations of elements he designates as simple, middle, or elevated styles? Questions which govern the study's conclusions include: 1) how have conceptions of the nature and function of each of the three styles changed through history? 2) which, if any, effect evaluations of particular elements of style have remained constant? The study concludes that, while judgments of style's most compelling constituents have varied through history, many effect evaluations of particular stylistic elements have remained constant and may, therefore, be of use to contemporary composition theory. The study further concludes that concern for the auditor as a primary source of language decisions has deteriorated in many significant texts composed since the eighteenth century. The researcher suggests that instructional methods used to improve high school and college writing may better serve the student's needs if they are revised to incorporate information and strategies which will help him analyze the demands of his audience.

THE PROFESSIONAL OPINIONS, INSTRUCTIONAL PRACTICES, AND ATTITUDES OF SOUTH CAROLINA PUBLIC HIGH SCHOOL TEACHERS OF ENGLISH CONCERNING THE TEACHING OF COMPOSITION Order No. 7907615

McCLANAHAN-DEVET, Rebecca Lou, Ph.D. University of South Carolina, 1978. 158pp.

The purpose of this study was to determine answers to the following questions:

1) What instructional practices characterize the high school teacher of composition in the state of South Carolina?

2) What professional opinions are held by South Carolina high school English teachers concerning the teaching of writing?

3) What are the personal attitudes of English teachers in South Carolina high schools concerning writing and the teaching of writing?

A random sample of 400 high school English teachers was drawn from the total population of high school English teachers in the state of South Carolina. A four-page questionnaire written by the investigator was sent to these 400 teachers, and 198 of these teachers returned the questionnaire. In addition, the investigator observed in thirty Advanced Composition classrooms throughout the state, using an observational checklist.

As a result of the responses from the questionnaire and observations in English classrooms, the following findings were made:

1) Teachers were in agreement on several issues related to the teaching of writing. In particular, the majority of teachers showed belief in the importance of the interrelationships among the components of the English curriculum (language, literature, and composition), belief in the importance of the writing process as well as the product, and belief in the value of formal grammar study as a method for improving writing.

2) Teachers reported that approximately half of the class time was devoted to literature and writing instruction, with one-fourth of the time devoted to literature and one-fourth of the time devoted to writing. The other half of the time, according to teachers, was devoted to grammar, vocabulary, spelling, and oral activities. During the observations in English V classrooms, it was found that over half of the classroom time was spent in some sort of writing instruction and practice.

3) About half of the teachers reported usually using lecture or discussion when teaching writing; the remaining teachers reported organizing their classrooms into small groups or individual workshops. During observations of English V classrooms, lecture and discussion were found to be the most frequently used instructional methods.

4) On the questionnaire, most of the teachers reported not using a textbook or workbook designed for composition, and only approximately one-fifth of the teachers said they often use audiovisual aids to teach writing. During the observations of English V classrooms, textbooks were observed in use slightly more than one-fifth of the time, and audiovisual aids were observed in use slightly more than one-twentieth of the total class time.

5) The majority of the teachers responding to the questionnaire said they felt less adequate to teach composition than to teach other aspects of the English curriculum, and only approximately one-eighth of the teachers said they felt most adequate to teach writing. When cross-tabulations were computed, it was found that over half of the teachers who had taken no courses in the teaching of composition said they would rather teach other aspects of the English curriculum in lieu of composition, while less than one-third of the teachers who had taken two or more courses in the teaching of composition said they would rather teach other aspects of English than teach composition.

6) Almost three-fourths of the teachers responding said they currently teach over 100 students per day, and almost half said evaluating and grading compositions is their hardest task in composition instruction. In addition, the changes most often suggested by teachers for improving the teaching of writing were concerned with evaluation and grading, class load, and organization of the school curriculum.

THE EFFECT OF SENTENCE-COMBINING PRACTICE ON REMEDIAL COLLEGE STUDENTS' SYNTACTIC MATURITY, PUNCTUATION SKILLS AND READING ABILITY

Order No. 7909703

MENENDEZ, Diane Susan, Ph.D. Indiana University, 1978. 141pp. Chairman: Dr. Michael C. Flanigan

The purpose of this study was to determine whether weekly sentence-combining activities, practiced as part of a one-semester remedial college composition course, would influence students' language performance in three areas: writing performance as indicated by syntactic measures and holistic rating of writing quality; punctuation skills; and reading performance.

The study examined the work of 102 freshmen, selected on the basis of standardized test scores, who were assigned to one of three treatment conditions: Forty-nine students were enrolled in two intact experimental classes which met three times weekly and practiced sentence-combining in addition to the regular curriculum; 26 students were enrolled in one intact control class which met three times weekly and received extra writing practice in addition to the regular curriculum; and 27 students in control treatment were distributed among four regular composition classes meeting twice weekly and undergoing the regular composition curriculum.

Pre- and Post treatment writing samples and punctuation tests were collected from all students; in addition, pre- and posttests of reading comprehension and efficiency were administered to students in Treatment conditions 1 and 2 (those meeting three times weekly). Using T-Unit analysis procedures (Hunt, 1965), student writing was analyzed for six factors of syntactic maturity. Five composition teachers also assessed the quality of pre- and posttest writing by rating each essay holistically according to agreed-upon criteria. Differences in gains in mean scores for all treatment groups on syntactic, writing quality, punctuation and reading measures were registered on a one-way analysis of variance; difference in mean gain scores between Treatments 1 and 2 were also compared by t-test. Judged by the analysis of variance and t-test on each factor, the experimental group gains were significantly different on only two measures of syntactic maturity, clauses per T-Unit and adjective clauses per 100 T-Units, and on one measure of punctuation, error identification. The study found no significant difference in writing quality or reading performance of the groups before or after treatments.

The results of this study suggest that sentence-combining methods and materials have limited usefulness in providing a means for developing the written syntactic skills and punctuation skills of remedial college freshmen; the methods have no apparent effect on reading performance as measured by a standardized test of reading comprehension and efficiency, at least under the conditions of this study.

AN APPROACH TO TEACHING STYLE IN SECONDARY ENGLISH COMPOSITION

Order No. 7907142

MOSHER, Terence Dale, Ph.D. The University of Michigan, 1978. 211pp. Chairman: A. Stephen Dunning

Defining style as persona -- the personality projected by a piece of writing -- I argue in the first chapter of this dissertation that style deserves much more attention than it usually receives in secondary English composition. As one means of teaching stylistic skills to high school students, I propose a program of fourteen exercises which approach style first as the more or less spontaneous expression of personality, then as the deliberate manipulation of diction and syntax to create specific personas.

Chapter II reports on an informal test of this program in a high school composition class. After a detailed analysis of students' work on each exercise, I describe additions and revisions the program requires. I then present a set of five new exercises, incorporating as many of these changes as possible. These revised exercises are a refined, expanded version of three earlier exercises on syntax, the difficult feature of style that students had most trouble controlling. In my last chapter, I discuss at some length a classroom test of these exercises and conclude with a brief appraisal of the approach I have designed to the teaching of style.

To most members of both testing groups, the exercises successfully introduce the general concept of persona, the uses of personas in everyday discourse, and several means of describing personas accurately. Especially in exercises involving humorous writing, writing in contrasting personas, and imitating familiar adult styles such as "officialese," the program also elicits writing that reflects a firm control of different levels of diction.

From the work of both testing groups, it becomes clear that stylistic competence in general -- and syntactic fluency in particular -- are not discrete skills, but depend heavily upon such things as grammatical ability, sympathy with others and their viewpoints, facility in logic and argument, general seriousness about writing, and attention to specific features of language. Even in the five revised exercises, therefore, students succeed only occasionally in manipulating syntax to create personas, and formal syntactic devices such as parallelism and balance prove especially hard for them to describe and use. Since stylistic fluency rests partly upon deliberate syntactic control, these relatively demanding exercises on syntax seem necessary. Nevertheless, the most successful exercises prove to be the more playful ones -- those which approach style as the intuitive expression of personality.

COMPARISON OF GUIDED DISCOVERY AND RECEPTION STRATEGIES APPLIED TO SENTENCE CLARIFICATION IN A BASIC ENGLISH SKILLS PROGRAM

Order No. 7911210

MUSCARIELLO, Oscar Francis, Ph.D. Fordham University, 1979. 243pp. Mentor: Dr. Carolyn N. Hedley

The purpose of the present experimental investigation was to determine the relative effectiveness of the Reception approach and the Guided Discovery approach to teaching and learning the Symptom Word Checklist and Revision Rules, a semiotic device for improving clarity of sentence expression. To achieve this purpose, a validation of the checklist and rules by experts in several fields of language studies was obtained. A comparative analysis between students who learned application of the checklist and rules taught by the Reception approach and students who learned application of the checklist and rules taught by the Guided Discovery approach was performed.

The investigator devised methods and materials both for the two experimental groups and the Traditional Grammar Group which was taught traditional grammar lessons by reception.

In workshops conducted separately for the Traditional Grammar, Reception and Guided Discovery instructors, the six instructors participating in the study were trained in the implementation of treatments described in handbooks designed for each group.

During the fall 1977 semester at Jersey City State College, Jersey City, New Jersey, the posttest scores assigned by a team of trained scorers, for qualitative analysis, and a jury of experts, for quantitative analysis, to 150 students who participated in the study were collected. The analysis of covariance statistical procedure was employed to analyze the data. The data were analyzed according to two classifications. The first classification yielded differences between the Reception and Guided Discovery groups. The second classification yielded differences between the Traditional Grammar and the Reception groups. Among the major conclusions were:

Comparisons between the Reception Group and the Guided Discovery Group.

1. A significant difference in ability to identify symptom words was found to exist between the two groups. The difference favored the Guided Discovery over the Reception approach.

2. No significant difference in ability to eliminate symptom words was found to exist between the two groups. Both approaches proved effective.

3. No significant difference in the ability to compose clear sentences was found to exist between the two groups. Both approaches proved effective.

Both the Reception and the Guided Discovery approaches proved equally effective in teaching the Symptom Word Checklist and Revision Rules applied to eliminating symptom words and improving clarity of sentence expression, but the Guided Discovery approach proved more effective than the Reception approach in teaching students to identify symptom words.

Comparisons Between the Reception Group and the Traditional Group.

1. A significant difference in ability to eliminate symptom words was found to exist between the two groups. The difference favored the Reception approach over the Traditional Grammar approach.

2. A significant difference in the ability to compose clear sentences was found to exist between the two groups. The difference favored the Reception approach over the Traditional Grammar approach.

Because the Traditional Grammar group was also taught by reception, the differences indicated in the findings may be ascribable to the difference in the target information. That is, the Symptom Word Checklist and Revision Rules taught by reception proved more effective than traditional grammar lessons taught by reception, in enabling students to eliminate symptom words and improve clarity of sentence expression.

A PROGRAM OF WRITING FOR RETIRED CITIZENS IN SOUTH DAKOTA

Order No. 7904922

MUTH, Richard Charles, Ed.D. University of South Dakota, 1977. 123pp. Supervisor: Professor Paul B. Otto

The purpose of this study was to investigate the effect of a specific writing program on the improvement of writing skill, attitude toward writing, and the self-concept, in respect to the sex and prior educational experience, of retired people in three South Dakota senior citizen centers.

A search of the related literature indicated that the improvement of self-concept of retired persons was a worthy goal of the educational community, and that such improvement was possible through the re-establishment of communication with society, from which the elderly characteristically feel alienated. Research further indicated that successful programs had been implemented by engaging retirees in the production of a product of personal and societal value.

On the basis of the research and the experience of the researcher as a teacher of writing, a program was constructed for the selected groups based on an existing writing program for secondary/college students, authored by Ken Macrorie (Writing to be Read, Hayden Book Company, Rochelle Park, New Jersey, 1968). Selected readings were also taken from Peter Elbow's text, Writing Without Teachers (Oxford University Press, New York, 1973).

A volunteer writing program was implemented with thirty members of three senior citizen centers located in the eastern and western parts of South Dakota. The instructional goal of the program was for each volunteer participant to produce one autobiographical "case-history" which the instructor anthologized and published in booklet form. The writing program consisted of eight two-hour blocks of instruction. The technique of "freewriting" was employed, to encourage the writing of personal events by initially producing a large volume of unedited thoughts on paper. These freewritings were then distilled into finished production. The published product served to preserve bits of personal history for posterity, and encouraged the authors to continue writing as a therapeutic and productive pastime.

The kinds of data collected were: (1) scores on pre- and posttests of writing skill, attitude toward writing, and self-concept; (2) the sex and educational level of each participant; and (3) subjective comments about the writing program by the participants during the final meeting.

On the basis of t-tests of significance performed on the difference between the means of the scores, it was found that, as a group, the thirty participants made significant gains in writing skill, attitude toward writing, and self-concept, after participation in this program. Results of the tests, when grouped according to sex, showed the females making highly significant gains in all three areas, whereas the males made significant gains only in the area of self-concept. When grouped according to past educational experience, it was found that those individuals who had completed high school and had attended some college made significantly higher gains than did those who had not graduated from high school, those who had graduated from high school but had not attended college, and those who held at least a baccalaureate degree.

On the basis of the results of this study, it was concluded that: (1) the writing skill, the attitude toward writing, and the self-concept of retired citizens can be improved through participation in this program of writing; (2) that women tend to make significantly higher gains than do men; and (3) that those senior citizens who have graduated from high school and have attended some college tend to make significantly higher gains than those who have spent either more or fewer years in school. On the basis of the subjective comments it was concluded that participation in this program of writing can be enjoyable, productive, and generally worthwhile for those who complete it.

Results of this investigation lead to the recommendations that, (1) since the male participants and participants with a certain range of educational background did not evidence significant gains on particular tests, the nature and cause of this lack of significant improvement should be investigated; (2) this program of writing should be offered to as many groups of senior citizens as possible for the improvement in self-concept

of the elderly; and (3) a variety of programs be designed for this age group, not necessarily in writing, but in other skill or hobby areas, as well.

AN ASSESSMENT OF THE PREPARATORY VALUE OF A COLLEGE COURSE IN FRESHMAN COMPOSITION

Order No. 7900615

PHILLIPS Lynn Atherton, Ph.D. The University of Texas at Austin, 1978. 176pp. Supervisor: Geneva H. Pilgrim

In the fall semester, 1975, a new syllabus was adopted for English 306, the general composition course required for graduation from The University of Texas. Though one of the primary goals of E. 306 is to teach freshmen to write satisfactory papers of the types required in upper division courses, none of the ensuing evaluations of E. 306 compared the objectives described in the syllabus with the work actually assigned in junior and senior classes. The purpose of this study was to check that correspondence. The criteria set by this researcher for the assessment of the preparatory value of the syllabus were (1) emphasis on the rhetorical elements most closely related to upper division essay grades, (2) definition of minimum standards of acceptable writing in E. 306 which correspond to those typical in upper division classes, and (3) specifications of assignments approximating the variety of conditions characteristic of upper division work.

To compare the conditions of assignments, questionnaires were sent to the teachers of 100 randomly selected upper division classes. The survey revealed that most upper division papers are referential, either very short (up to 350 words) or rather long (over 750 words), and usually written out of class. The E. 306 syllabus stresses referential writing, recommends essays 500 to 750 words long, and makes no reference to writing time.

To identify the rhetorical elements most closely related to the grades of upper division compositions, a rating instrument was devised which could be used by trained evaluators to produce a rhetorical profile of a single essay or of a group. After testing and modification, this scale was used by 3 raters working independently to analyze 60 graded referential compositions from 20 randomly selected upper division classes. The reliability of these scores was .8. A factor analysis of the scores showed that the upper division professors were generally consistent in their evaluations, in that papers with the same rhetorical profiles usually had the same grades too. The analysis also showed that comprehensiveness, logical relationships, and information value--objectives emphasized in the E. 306 syllabus--were the features most closely related to the grades.

Since there is no discussion of grading standards in the E. 306 syllabus, upper division standards and the strictness with which they were applied were compared to the grading practices of E. 306 teachers. Seventy-two papers from randomly selected E. 306 classes were graded and then rated independently by a representative group of E. 306 instructors. A factor analysis of the grades and ratings showed that E. 306 teachers emphasized the same features of composition as their upper division counterparts, but were less consistent in their grading. While most C papers had similar rhetorical profiles, many papers in the A, B, and D–F groups had C profiles, too. A discriminate analysis comparing the ratings and grades of E. 306 and upper division papers showed that E. 306 teachers graded more leniently than upper division professors. Half of the A and B papers and nearly all of the C and D–F papers had the same rhetorical profiles as the "poor" upper division papers.

On the whole, the E. 306 syllabus is a good one; the conditions and types of writing specified correspond to those typical of upper division assignments and the rhetorical elements emphasized in both the syllabus and in E. 306 grading practices correspond to those considered most important by upper division professors. But the E. 306 syllabus includes no operational guidelines regarding the appropriate degree of strictness with which to apply the standards, and the E. 306 teachers pass with A's some papers which would be considered poor work in an upper division course. This is significant enough to hamper the preparatory function of both the curriculum guide and of the curriculum itself. Until grading practices are relatively consistent among E. 306 teachers, and between E. 306 teachers and upper division professors, calling E. 306 a preparatory course is an act of faith and hope.

A CASE FOR CONTENT: AN EXPERIMENTAL STUDY OF THE PSYCHOLINGUISTIC NATURE OF THE RELATIONSHIP BETWEEN TOPIC AND CALIBER OF WRITING

Order No. 7900112

PLEC, Robert Thomas, Ph.D. Indiana University of Pennsylvania, 1978. 66pp. Chairman: Dr. James M. DeGeorge

Building on the Competence-Performance concept of transformational-generative linguistics, this study endeavors to respond to W. Ross Winterowd's mandate that "any theory of composition . . . will have to take account of the disjunction between competence and performance" (Contemporary Rhetoric, 1975). The study advances the theoretical hypothesis that the composing process is a wholly organic one in which variable levels of performance occur as a result of various levels of stimulus value associated with particular topics, and, furthermore, that the performance level of a given composition is to a significant extent a product of the general level of affective and cognitive stimulus value attending a student's encounter with a particular topic or subject at the time the composition is written.

The study examined the pre and post test essays written by students in two sections of Eng 101 (first semester freshmen composition) at Indiana University of Pennsylvania during the spring semester, 1977, in response to the topic assignment, "What is Creativity?" The experimental part of the study was designed to test the following hypothesis:

> A mode of instruction, consisting of a collection of readings augmented by an audiovisual presentation, selected and designed to stimulate and enrich the affective and cognitive dimensions of a group of students' experience and perception of a given subject will result in a correspondingly higher level of performance (indicative of improved task competence) when the students write a composition on the subject.

In the administration of the experimental treatment, one group designated "control" received only the readings; the other group designated "experimental" received the readings augmented by the audio-visual presentation. In rating the test essays for purposes of statistical analysis, three methods of rating were employed: holistic, forced choice, and analytical.

While the forced choice method of rating revealed an improved level of writing performance by an overall margin of 70.68 percent to 29.32 percent, both analytical and holistic methods of rating disclosed a degree of overall improvement that was significant at .01 level of confidence. An analysis of variance of the groups treated separately disclosed a degree of improvement, significant at levels ranging from .05 to .01 levels of confidence. An analysis of variance of the groups considered separately for each of the analytical categories (ideas, organization, wording, sentence structure, and conventions of punctuation, spelling, and mechanics) disclosed degrees of improvement ranging from "non-significant" to "significant" at .05 and .01 levels of confidence.

The results of the study confirmed the retainability of the experimental hypothesis.

THE PERSON IN THE COMPOSING PROCESS: A THEORETICAL FRAMEWORK FOR TEACHING AND RESEARCH IN COMPOSITION Order No. 7902213

RINDERER, Regina Tuskan, Ph.D. The Ohio State University, 1978. 203pp. Adviser: Professor Donald R. Bateman

The purpose of this study is to synthesize insights from various disciplines about persons and about writing so as to emerge with a more complete composition theory. Our current theory lacks sufficient explanatory power, for it does not cover the "new frontier" of Basic Writing or various facets of the writing event.

Central to the theory presented here is the understanding that persons are individuals and must be responded to in their uniqueness if they are to learn to write effectively and enjoyably and if we are to learn as much about composing as possible. The dissertation explores various dimensions of that uniqueness: differences in experiences, perceptions, personality, language use, handling of the composing process, stages of developmental growth as writers, writing difficulties, unique sets of errors, and reasons for errors and other writing problems. The dissertation rests on the thesis that fuller attention to persons provides an important part of the theoretical foundation for our discipline and represents a significant direction for both the teaching and researching of writing.

After presenting the need for a more adequate composition theory, the dissertation provides a theoretical construct based on the centrality of the person in the writing act. Turning to understandings about persons from phenomenological sociology, philosophy, and psychology, the dissertation provides evidence for the importance of persons as writers. The theoretical base presented in Chapter Two is consistent with the emphasis on the self in various personality theories, with "third force" psychology, and with phenomenology. The dissertation next explores various facets of the writing act, so as to extend understandings of writing beyond that of writing as cognition. Chapter Three examines writing as process, writing as interpersonal communication, writing as creation, writing and feelings, writing and the unconscious.

Emanating from the base provided about persons and writing in the first three chapters, Chapters Four and Five provide teaching and research directions, for just as persons as individuals are central to the composition theory presented here, so are they central to our teaching and research. Chapter Four stresses a teaching direction which focuses on responding to students as individuals, whether in a tutorial or classroom setting, so as to unearth sources for error and student perceptions of themselves, writing, and their writing problems. The response to students as individuals includes seeing where they are developmentally vis-à-vis learning to write, developing self-reflection and intuitions about writing, and understanding feelings as well as giving support where needed. Chapter Five calls for qualitative research into the composing behavior of individual writers, especially of problem writers. Such research is needed so as to discover insights from individuals into the composing process, insights which can later be extended to larger samples and tested in a context of verification. The chapter also suggests methods for falsifying the theory offered here.

The study concludes with proposals for training teachers of Basic Writing and for a re-visioned, interdisciplinary composition program. While the dissertation takes as its focus the Basic or problem writer, the understandings presented here should be equally useful to any teacher or researcher of writing.

AN INVESTIGATION OF NEW RHETORIC LESSONS FOR IMPROVED WRITTEN COMPOSITION AT THE SECONDARY SCHOOL LEVEL Order No. 7911405

ROBINSON, Constance Marie Frazier, Ph.D. The University of Connecticut, 1978. 103pp.

The study was designed to test the effect of some new rhetoric lessons on the written expression of a secondary school research sample. The experimental group was given eighteen new rhetoric lessons which involved pre-writing exercises and which taught students to include in their paragraphs acknowledged reader helps. These lessons were intended to make as concrete as possible some procedures for writing unified, coherent paragraphs. The lessons were based on the premise that paragraph unity is a function of the predicate of the topic sentence and additional information that is clearly related to that predicate; and on the premise that paragraph coherence is the function first of the subject of the topic sentence which is included by reference, repetition, or implication in every sentence of the paragraph; second, of the logical arrangement of information within the paragraph. The research was conducted to begin to answer these questions about the new rhetoric lessons: (1) Will the lessons help students write more effectively than students who are taught by the conventional method of instruction? (2) Are these lessons equally as effective with one language level student as another?

The research indicated that the experimental group wrote paragraphs that were more effective than the paragraphs written by the control group. A careful study of the data further indicated that the greater effectiveness of the experimental paragraphs was owing to superiority in the areas of unity, coherence, and content. As might be expected then, the experimental paragraphs were somewhat more readable than the control paragraphs. It is necessary to note results that revealed no greater effectiveness from the experimental treatment. These areas of equivalent effectiveness are general impression on educated readers and some specific elements of written expression--language, sentence structure, and mechanical correctness. Finally, neither treatment was shown more suitable to either low-average – language level or to average-language level students.

Even though this research presents a strong argument for teaching invention and arrangement, it also presents a strong argument for teaching style. The data reveal that to teach invention and arrangement is not to teach style. Clearly students need to understand the sentence as well as to understand the paragraph.

THE EFFECT OF AN AUXILIARY WRITING SKILLS CENTER UPON THE WRITING IMPROVEMENT OF FRESHMAN COMMUNITY COLLEGE COMPOSITION STUDENTS Order No. 7900113

SADLON, John Alan, Ph.D. Indiana University of Pennsylvania, 1978. 209pp. Chairman: Marilyn Sternglass

This study was conducted with 112 freshman composition students at Butler County Community College (Pennsylvania) to determine whether experimental students who attended a supplemental weekly or bi-weekly individualized conference in a writing skills center in place of one hour of regular instruction would show significantly greater improvement on posttest essay and standardized test scores than would matched control subjects who did not have access to a writing skills center. A supplemental purpose was to identify within the experimental group those students who benefited the most from attending a writing skills center.

During the study, 17 experimental subjects enrolled in one section of the introductory freshman composition course taught by a traditional method (E 101--no remedial composition courses are offered at the college) were conferenced individually in the Writing Skills Center by the investigator and his assistant on a minimum of four out-of-class papers, and 14 experimental subjects enrolled in the second level freshman composition course taught by a Garrison-type method (E 102) were conferenced likewise on a minimum of four out-of-class papers. Other conferences for these subjects dealt with various exercises for individual weaknesses. Matched control subjects at these two levels in other sections taught by the same instructors met as usual three times per week in the classroom with no assistance from the Writing Skills Center. Pretest and

posttest essays were administered at the beginning and at the end of the semester to all of the subjects according to guidelines suggested by Sanders and Littlefield, and the College English Placement Test and an attitude inventory mentioned by Lacque and Sherwood were also utilized as pretests and posttests. At the end of the semester, five experienced teachers rated each essay according to the Diederich Rating Scale.

Results showed that the experimental groups did not improve significantly more than did the control groups, although 65 per cent of the experimental E 101 subjects and 50 per cent of the experimental E 102 subjects, representing both sexes and a wide range of achievement, attitudes, ages, and programs of study, did improve significantly more than did matched control subjects; this latter finding supported Sanders and Littlefield's contention that significant improvement in writing does take place and can be measured after a semester's time. The results also indicated that the experimental groups improved substantially more (at the E 101 level, significantly more) on the subcategories of "Ideas" and "Organization," which seemingly underscored the Writing Skills Center's ability to assist students with prewriting skills when they "dropped in" for help.

The investigator concluded that a writing skills center might not reach all students who have serious motivational or workload problems, but that it might benefit various types of students (not just "skill-deficient" students), perhaps especially those who are receptive to such instruction from the start. The investigator also advocated referrals for some students and the fact that properly administered pre-test essays (not standardized tests) may be the most accurate diagnostic instruments.

Recommendations for future studies included the suggestion that more than five out-of-class papers be assigned at the E 101 level, so that more supplementary writing skills center conferences on papers can be held, and that larger sample sizes be utilized in future studies to verify the findings and to substantiate how well writing skills center instruction supports method of classroom instruction and level of instruction. It was also suggested that larger sample sizes might better determine a writing skills center's potential effect upon attrition.

TEACHING WRITING THROUGH AN OPEN-STRUCTURED PROGRAM Order No. 7900510

THOMAS, Daniel Martin, Jr., Ph.D. The University of North Carolina at Chapel Hill, 1978. 147pp. Supervisor: R. Sterling Hennis

The problem of the study is this: Is teaching writing through a program that combines group process and open structure effective in a classroom situation? Answers to questions raised in this study have ramifications for curriculum decisions, classroom methodology, and supervision of teachers.

This study replicated an earlier study by William S. Palmer in which three students were taught by a method similar to this one. The focus of that earlier study was expanded so as to include a class of twenty-two students. For twenty-five lessons this class received instruction in composition by working in groups as they wrote, read, discussed, and revised their own and their peers' compositions. Special emphasis was placed on the usage, placement, and frequency of the additive element, the free modifier, in the students' sentences; and these elements were compared and analyzed for the pre- and post-tests for each student.

As a result of the treatment, the students' use of free modifiers was considerably increased. They also composed more cumulative sentences in which free modifiers occupy the final position. Furthermore, they increased the degree of saturation of free modifiers per T-unit in their writing. This suggests that this program is a realistic, viable alternative for teaching writing. Whether or not it is more effective than other methods of teaching writing is a point of departure for more research.

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